DOCUMENT RESUME

ED 344 050 CE 060 823

TITLE TDLB Standards in Further Education.
INSTITUTION Further Education Unit, London (England).
REPORT NO ISBN-1-85338-261-2
PUB DATE Feb 92
NOTE 18p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; Competency Based Teacher Education; Educational Certificates; Educational Quality; *Faculty Development; Foreign Countries; Human Resources; *Personnel Management; Postsecondary Education; Preservice Teacher Education; *Staff Development; *Standards; *Teacher Certification; *Teacher Education; Teacher Qualifications; Technical Institutes
IDENTIFIERS Great Britain

ABSTRACT

Great Britain's Further Education Unit (FEU) completed field trials of the Training and Development Lead Body (TDLB) standards to explore the relevance of these national standards to staff in further education (FE). Seventeen colleges and four local education agencies that participated in field trials represented a cross-section of further education. A total of 121 participants explored the application and relevance of the TDLB standards to the roles of lecturer, middle manager, and staff developer in further education. They provided detailed feedback on the elements, performance criteria, range indicators, and the TDLB draft qualifications framework. As a result of the field trials and related projects, a number of amendments and additions were made to the TDLB standards. FEU designed a draft qualifications framework for staff in FE, based on TDLB standards. The design of these qualifications was intended to fulfill the proposed design principles. Draft qualifications were provisionally proposed for the following positions: lecturer, manager, staff mentor, staff development provider, and staff development manager. Provision of access to a standards-based qualification system for staff in FE gave rise to a need for an appropriate infrastructure for mentoring and assessment. Resource implications were also considered. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TDLB STANDARDS IN FURTHER EDUCATION

February 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED344050

The Further Education Unit (FEU) has recently completed field trials of the Training and Development Lead Body (TDLB) standards in order to explore the relevance of these national standards to staff in further education (FE).

There is a widely acknowledged need for staff in further education to have access to a framework of accreditation, based on national competence-based standards, which would provide:

- a means of recognising and underpinning the new and changing demands made on FE staff in the course of their careers;
- a means of formally recognising participation in the current pattern of action-based and sharply focused in-service training and development programmes to support curriculum and institutional development;
- a means of structuring, supporting, and accrediting on-the-job initial teacher training for FE staff;
- clear routes of progression based on credit accumulation, enabling individuals to progress from initial teacher training, through to management qualifications, and to qualifications accredited by HE institutions.

The TDLB published its draft standards in January 1991, after a consultation exercise the previous summer. Although the standards were generated in the context of 'in-company' training, FEU noted the potential relevance to staff in further education. (See Why TDLB Standards? below).

FEU therefore undertook field trials of the TDLB standards in the FE sector, from April to July 1991. The project was funded by the Employment Department and fed directly into TDLB's development programme.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N MC Goff

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE060423

The objectives were:

- to undertake field trials of the national standards for training and development in relation to the roles and functions of further education staff, in order to establish both the relevance of the national standards and the extent to which they might need to be supplemented (e.g. by national standards from other lead bodies, including the Management Charter Initiative, MCI);
- to identify and where necessary design a qualification or range of qualifications, based on the national standards for Training and Development and capable of accreditation within the National Vocational Qualification framework, appropriate to the further education sector;
- to make recommendations regarding the development of such qualifications and the nature of the infrastructure required to promote access to such qualifications for further education staff.

This bulletin describes the outcomes of the field trials of the TDLB standards in FE, and provides an update concerning current and future developments.

It will be of particular interest to staff development managers, human resource managers, NVQ co-ordinators, Cert. Ed (FE) tutors, and City and Guilds 730 tutors.

Why Does FE Need Standards?

The availability of national standards will provide a practical tool for the management and development of human resources, in further education. National standards could provide a recognisable and nationally consistent means of describing the professionalism of staff, within job/person specifications, and for the purpose of performance reviews, career planning and programmes of continuing professional development.

BEST COPY AVAILABLE

Human Resource Development

Colleges, in common with other organisations, are increasingly recognising the need to invest in the continuing professional development of their most significant resource; their employees. It is also recognised that a more sophisticated and effective approach to human resource management and planning will be needed by 'incorporated' colleges. National standards could provide an important tool for defining the human resource requirements of an institution, faculty or team, and the existing skills and training needs of current staff, as well as job/person specifications for new staff.

Qualifications framework

Staff in FE need access to a common and coherent framework for initial teacher training, and accredited staff development, with clear progression routes into qualifications, accredited by HE institutions. The use of national standards would provide the basis for such a framework as well as the benefits of the Accreditation of Prior Learning (APL), on-the-job assessment, credit accumulation and credit transfer within and beyond the world of further education.

Quality assurance

The current demands on colleges for quality assurance are likely to increase with the proposed incorporation of colleges, independent of local education authorities (LEAs). National standards would provide one mechanism for underpinning quality assurance, and could be used as a basis for job specifications, training needs analysis and course team reviews. In order to compete effectively in the training market, to obtain training contracts (e.g. from Training and Enterprise Councils, TECs) and to deliver National Vocational Qualifications (NVQs), the accreditation of FE staff (e.g. as assessors or internal verifiers) is increasingly required.

Appraisal

The introduction of appraisal for staff in further education by 1994 highlights the need for agreed standards of performance and an agreed basis for identifying staff development needs. Moreover, the introduction of appraisal is likely to sharpen the demand for the accreditation of professional development, particularly if Accreditation of Prior Learning is available.

Why TDLB Standards?

The primary purpose of FE is to provide quality education, training and development. FE colleges are major suppliers of training both locally and regionally. They provide access for people over 16 years old to a wide range of courses and qualifications, including academic, general educational, pre-vocational and vocational, and aim to assist individuals to realise their potential by means of personal and career development.

The processes representing 'good practice' in supporting effective learning and enabling individual achievement should be common to both education and training. Moreover, the majority of staff in FE will be engaged in provision which could be defined as both 'education' and 'training'. It is therefore thought to be unhelpful, when considering FE, to separate education from training.

The Further Education Unit was particularly interested to note that the TDLB standards are based on the view, shared by FEU, that quality training and development depend on a recurring cycle of four necessary functions: identification of needs; design of learning programmes; delivery of learning programmes and evaluation.

Moreover the TDLB standards include the standards for assessment and verification which are likely to be demanded by awarding bodies as a requirement for staff involved in delivering NVQs and perhaps General National Vocational Qualifications (GNVQs). The standards also include national standards for open, flexible and 'self-managed' learning. The TDLB standards will therefore soon be incorporated into new qualifications which will take the place of qualifications already undertaken by many staff in FE, e.g. the City and Guilds 929 series (Work Place Trainer and Assessor Awards); ADDFOL (Awards in the Development and Delivery of Flexible and Open Learning).

Awards for trainers and assessors based on TDLB standards are already being piloted by theRSA Examinations Board, the Institute of Training and Development (ITD) and Pitmans Examination Institute.

Other National Standards Relevant to FE Staff

National standards from a number of lead bodies will be relevant to staff in FE. These include:

MCI - The Management Charter Initiative

Many colleges, consortia, and HE institutions are already developing schemes for accrediting the competence of managers in further education using the MCI standards.

Guidance Lead Body

(Standards from the Guidance Lead Body are not yet available).

Education Lead Body

In undertaking the development process leading to NVQs, lead bodies are expected to review any existing work on occupational standards and existing qualifications relevant to the sector (*Guide to National Vocational Qualifications*, NCVQ March 1991). If an Education Lead Body is established, it will therefore need to take account of existing national standards, particularly those of the Training and Development Lead Body. This would prevent the reinforcement of unhelpful divisions between education and training, and would promote 'best practice' in supporting effective learning within both education and training.

Personnel Lead Body

(Standards from the Personnel Lead Body are not yet available).

Hybrid Qualifications

Individual qualifications within the NVQ framework can include standards from more than one lead body. Qualifications for FE may well be of this type.

1. Methodology

Seventeen colleges and four LEAs took part in the field trials, representing a cross-section of further education; e.g. college size, type (FE/tertiary), organisational structure, geographical location.

One hundred and twenty-one participants considered the standards. Participants included a full range of grades of staff, including part-time lecturers, unqualified main grade lecturers on an initial teacher training programme and staff on the management spine. Participants were involved in the full range of FE provision, including both the academic and vocational ends of the spectrum. It was particularly important that the standards should be considered in relation to the roles of teachers of A Levels, GCSEs, core skills and learners with special needs, as well as staff concerned with NVQs, and other vocational qualifications. Participants included cross college co-ordinators, course team leaders, section leaders and tutors, and took account of the full range of lecturers' duties as described in the Silver Book agreement.

Participants were asked to explore the application and relevance of the TDLB standards to the roles of *main-grade lecturer*, *middle manager* and *staff developer* in further education. Participants considered the elements, performance criteria and range indicators in the light of their current work and possible future work. They identified which elements they could claim; which they should be able to claim; the evidence they would need to produce; and the form(s) of assessment that would be most appropriate. In some cases, participants collected the evidence and underwent the process of assessment.

Participants provided detailed feedback on the elements, performance criteria, range indicators, and the TDLB draft qualifications framework. They were also asked to identify omissions that might need to be supplied by standards from other lead bodies. At the end of the trial, participants were asked to provide an overview response concerning the process of using the standards, resource implications, likely take up and any other summative comments, on the basis of their own experience.

The feedback from participants was summarised and analysed by FEU officers and a detailed report was produced for each element. This information, together with the proposals for qualifications, went forward to TDLB, which used it to inform further development work on the standards and the qualifications framework.

2. The Standards: Summary of Findings

On the basis of the evidence collected, the following conclusions were drawn.

Working from the premise that the purpose of further education is education, training and development, and that boundaries between education and training are often unhelpful, the use of the standards in the FE sector, was seen as both possible and desirable.

A key difference however, between an industrial setting and further education, is the place of training and development in relation to the overall organisation; in industry training and development is likely to be a discrete part of the operation, whereas in FE, it is the entire operation (both process and product). This in turn affects the scope and orientation of the training and development role and process.

In FE there were seen to be two main applications of the standards:

- for lecturers in relation to learners (i.e. training as the product);
- for staff developers and managers in relation to staff.

Within these applications, the standards are likely to be used for a number of purposes including recruitment, performance review, individual and organisational action planning, as well as for qualifications.

The potential use of the standards in FE raises fundamental issues concerning the learning model which underpins the standards. There is an increasing acknowledgement that effective learning requires:

- a model of learning based on a recurring cycle of experience, reflection, conceptualisation, experimentation;
- learners to be active partners in defining their individual starting points, learning needs, goals and methods;
- support in structuring and reflecting on the learning process, feedback on progress, reviewing and recording of achievement, identifying new targets;
- recognition that although learners may learn with others, for a variety of purposes, their learning is individual and needs to include learning about learning.

This is particularly important in view of the need to increase the participation of adults and the growing emphasis on outcomes-based qualifications.

In FE furthermore, learning needs arise not only from current work roles, but also from personal aspirations and development needs, preparation for work roles and career progression, and preparation for a wide range of qualifications, including non-vocational and academic.

As a prime purpose of FE, training and development is integral to all functions of the organisation. Its management is therefore devolved throughout the organisation. This means that responsibility for decision making relies on the professional judgement of individuals and is invested in main grade lecturers; course teams; units and sections, as well as managers. The process of decision making therefore tends to be collaborative, emphasising joint ownership and responsibility. This contrasts with a more vertical model implied by the TDLB standards, in which proposals are made to decision makers elsewhere in the organisation.

In order to support the learning process and the management of training and development in FE, considerable interpersonal skills are required. These need to be included within a framework of standards for professional development.

Many of the differences outlined above could be addressed by:

- additions and amendments to the element titles, performance criteria and range statements;
- an effective glossary of terms;
- the development of a code of practice for implementation;
- the development of guidance notes for the FE sector.

However close examination of the standards also revealed other problems:

- The wording of the standards was sometimes complicated, inconsistent and obscure.
- Promotion of good practice (including equal opportunity issues), did not always appear to be reflected and explicitly encouraged.
- Apparent attribution of responsibility to individuals for competences which would be held collectively, (with resulting difficulties concerning traceability and accountability for assessment purposes).

Recommendations

As a result of the FE field trials, the Further Education Unit made detailed recommendations to TDLB concerning each element, performance criteria and draft range statement, highlighting any significant issues and omissions.

The main recommendations were to:

- Review, supplement and amend the standards in the light of the detailed comments made on each of the Elements.
- Review, supplement and amend the standards with a view to promoting:
  - the process of learning;
  - devolved and collaborative management of training and development;
  - equality of opportunity.
- Consider the ways in which appropriate interpersonal skills could be included in order to support the above.
- Review, supplement and amend the standards in order to resolve:
  - language difficulties;
  - inconsistencies in the use of performance criteria.
- Provide a brief explanation at the beginning of each element in order to clarify meaning.
- Consider the assessment guidelines in relation to FE.
- Give further consideration to the range statements in relation to FE.
- Produce a code of practice for implementation.
- Produce implementation guidance notes for FE.

3. FE Qualifications - Draft Framework

As a result of TDLB's own field trials, and parallel projects, including those of FEU and the Scottish Council for Educational Technology, a number of amendments and additions have been made to the TDLB standards (for details see TDLB Update, below).

TDLB are due to publish the amended standards in March 1992, together with specifications for qualifications at levels 3 and 4. A number of new qualifications, based on these specifications, are being developed and will shortly be launched by awarding bodies. Since such qualifications could have far-reaching implications for the FE service, it is important to ensure that qualifications will be available that meet the needs of FE staff, and which promote and support 'best practice' within the FE service.

On the basis of the field trials, and the detailed recommendations concerning the elements, FEU has therefore designed a **draft** qualifications framework for staff in FE, based on TDLB standards and incorporating MCI standards. The design of these qualifications is draft only, and is intended to fulfil the proposed *'design principles'* set out below.

Since the design of qualifications and the application of standards could have significant impact on the quality of the FE service, it will be important to consult widely on the design principles, draft qualifications framework and composition of the qualifications proposed.

Draft qualifications are provisionally proposed as follows:

(Working titles only)

'Initial' qualification
'Lecturer' qualification
Manager qualification
Staff Development Provider qualification
Staff Development Manager qualification
Staff Mentor qualification

The NVQ Framework

The NVQ Framework is the national system for ordering NVQs according to progressive levels of achievement and areas of competence. It provides a structure for accredited qualifications which indicates the relationship between them and helps identify progression routes.

NCVQ defines levels 3, 4 and 5 as follows:

Level 3:

competence in a broad range of varied work activities performed in a wide variety of contexts and most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required;

Level 4:

competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present;

Level 5:

competence which involves the application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

Guide to National Vocational Qualifications NCVQ March 1991.

The TDLB Qualifications Framework

The TDLB Qualifications Framework describes levels 3, 4 and 5 as follows:

Level III:

deliver training specified and designed by others, assess the outcomes of that training and, from identified learning needs, design training which facilitates learning and meets objectives at operational level.

Level IV:

design, deliver, manage delivery and evaluate training and development programmes and learning experiences to meet individual and organisational objectives.

Level V:

contribute to the formulation of strategic objectives and the identification of future capability requirements; design and implement HRD systems to meet those objectives and design and operate procedures for the evaluation of outcomes.

Each phase of the training cycle must be represented in qualifications at each Level.

i.e.

- *the identification of needs*
- *the design of those strategies, programmes and activities to meet those needs*
- *the delivery of those strategies, programmes and activities*
- *the evaluation of outcomes*

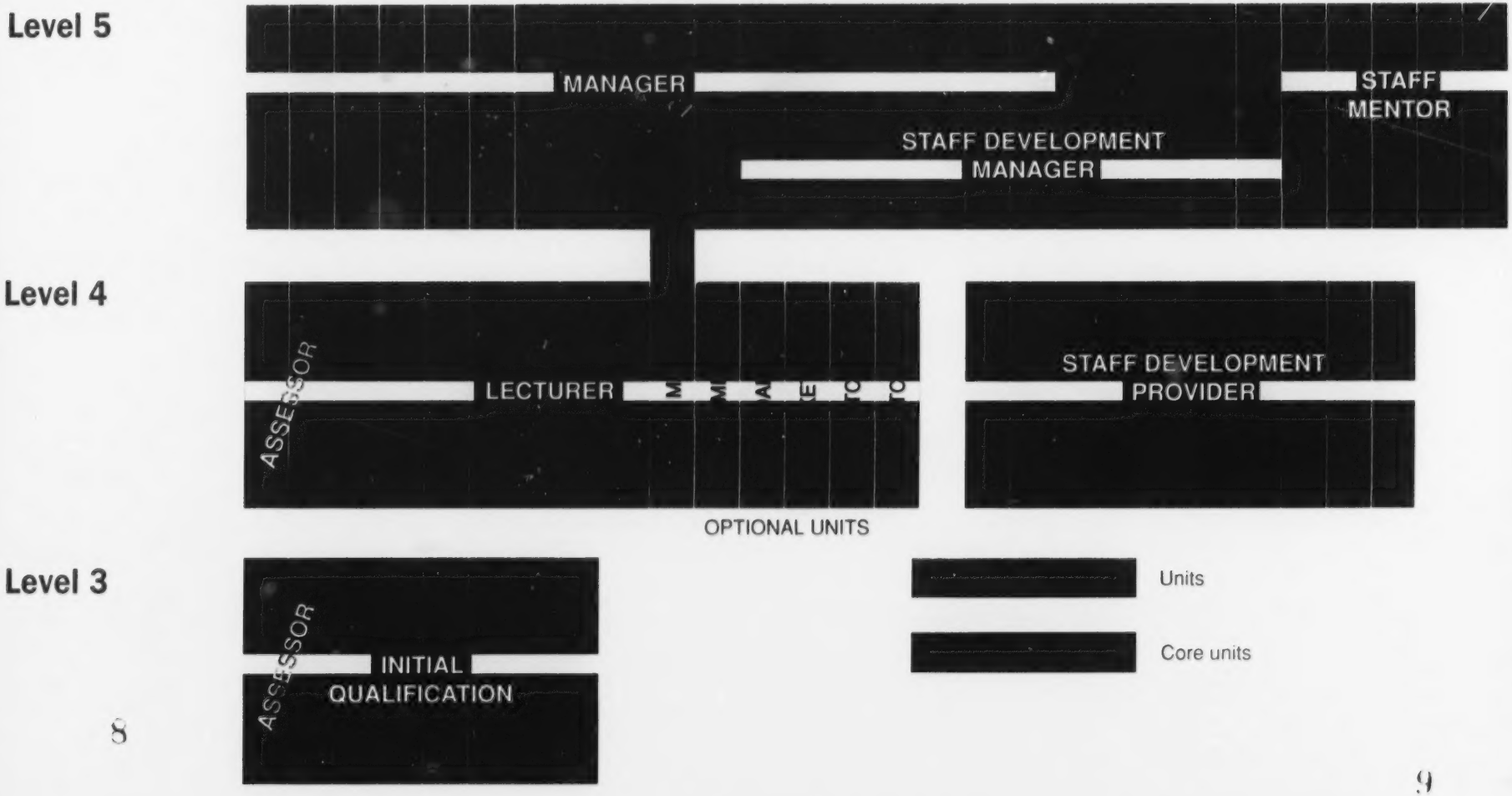
National Standards for Training and Development, TDLB January 1991.

PROPOSED QUALIFICATION 'DESIGN PRINCIPLES'

1. Qualifications should reflect the TDLB requirement to encompass all four stages of the training cycle (identification, design, delivery, evaluation).
2. Qualifications should promote equality of opportunity for both the users of the qualifications and the users of the FE service.
3. Qualifications should reflect functions grouped in such a way so as to be applicable to recognisable roles within FE.
4. Qualifications should both reflect current practice and be strategic, in order to fulfil likely future developments and take practice forward.
5. Qualifications should reflect likely market demand.
6. Qualifications should be both credible and achievable.
7. Units of qualifications should represent market entities in their own right, allowing for individuals to gain unit credits which reflect changes and developments in their job roles.
8. The qualifications framework should allow for the accreditation of generic skills as well as increasing specialism.
9. The qualifications framework should enable individuals to progress from basic level (which could be initial on-the-job teacher training), through to operational and strategic management, by means of credit accumulation.
10. The framework should provide bridges into a number of sectors and qualifications (including academic).
11. The framework should provide access for managers to a MCI qualification.
12. The framework should provide flexibility by the inclusion of optional units (either as additions or alternatives).

DRAFT

QUALIFICATION FRAMEWORK FOR FE STAFF (TDLB AND MCI STANDARDS)



CONSULTATION ON QUALIFICATIONS

FEU will be consulting with FE practitioners and managers on the design and composition of the draft proposals for qualifications. Consultation will include consideration of the following questions.

i. **Are the design principles appropriate and complete?**

ii. **Does the range of qualifications, as proposed, fulfil the design principles?**

iii. **Do the qualifications reflect an appropriate delineation of roles within FE? (bearing in mind that candidates would be able to claim any unit in which they could demonstrate competence).**

iv. **Are the proposed levels of the qualifications appropriate?**

v. **What would be appropriate titles for these qualifications?**

vi. **What model of qualification would be preferable?**

e.g.

- **core plus a choice of options to total a set number of units per qualification;**
- **qualifications which include a choice of alternative units (e.g. TDLB or MCI) within the core;**
- **set qualifications with a range of associated free-standing additional units or packages of units;**
- **set qualifications with no optional units.**

vii. **Is the composition of the qualifications appropriate?**

LECTURER QUALIFICATIONS

It is proposed that there should perhaps be two qualifications for lecturers; an initial qualification at level 3, and a second qualification at level 4.

Although many lecturers will be able to go direct to the level 4 qualification, it is suggested that it might be worthwhile to provide an 'initial' rung on the progression ladder, to enable people new to FE to gain an initial qualification attesting to a basic core of competences. This could provide an effective means of structuring and accrediting on-the-job initial teacher training. It would assist people who have up-to-date experience of industry or commerce, for example, to work as teachers in FE (and indeed facilitate a two way transfer between FE and industry). This could clearly provide positive benefits for thequality of the FE service.

Part-time staff in FE, Adult, and Community Education, who may not initially, have a sufficient range of responsibilities to enable them to claim the level 4 qualification, would be able to gain the level 3 qualification, and add credits towards the level 4, as their experience and responsibilities increased.

The proposed level 3 qualification is based on TDLB's own draft proposal and consists of eight core units:

identify the learning needs of individuals and groups

define learning programmes for individuals and groups

deliver learning provision for individuals and groups

support the process of learning

evaluate learning achievements of individuals and groups

assess the performance of individuals

identify previously acquired competence

TDLB have subsequently revised their specification and FEU will take account of these changes when consulting on the level 3 qualification.

The level 4 qualification would be aimed at more eperienced practitioners with a broader range of responsibilities. It builds on the level 3 qualification by including some common units, but expanding the range of competences in delivery and evaluation. It consists of nine core units:

identify the learning needs of individuals and groups

design learning programmes for individuals and groups

prepare learning resources

provide learning opportunities for individuals and groups

facilitate the learning process

evaluate learning achievements of individuals and groups

evaluate learning provision

assess the performance of individuals

identify previously acquired competences

It also contains a number of optional units, designed to reflect a range of more specialised roles, and the changing functions of FE lecturers in the course of their careers. For example:

- course manager
- tutor/mentor
- guidance/counselling

Some of these options (e.g. course manager) could provide a bridge into the manager qualification and/or other specialised qualifications.

It may be that the core plus a set of options, would be required at level 4, whereas at level 3, the core only would be a requirement.

The assessor standards are classified as core for both qualifications, so that all staff obtaining the lecturer qualification would be qualified as assessors.

It is assumed that lecturers could gain a reasonable proportion of credits via APL.

ISSUES

It will be necessary to consult on the design and composition of the qualifications with particular regard to:

- whether two levels are appropriate;
- whether level 3 is broad enough for FE purposes;
- the range of options available;
- whether options should only be a requirement at level 4, and how many options should be required;
- possible titles for the qualifications;
- likely market take-up.

MANAGER QUALIFICATION

This proposed qualification is aimed at managers with strategic and operational responsibility for an area of work (e.g. a portfolio of courses, or a cross-college function), its associated personnel and resources.

The field trial results demonstrated that the chance to obtain credit towards qualifications based on MCI standards will be an important factor at manager level. This proposed qualification (for managers), therefore, provides the opportunity to obtain all or some of the MCI Management II units. MCI and 'parallel' TDLB/MCI standards are identified as alternatives.

The proposed qualification comprises 13 core units plus additional units offered as stand-alone functions. Some free standing option units have been identified, but within the timescale of the FEU project it was not possible to specify the composition of packages. However, these might include Personnel/Human Resource Development, Marketing, Strategic Planning, Resource Management. The package of units for Staff Mentor, could perhaps be offered as a specialist part of the manager qualification as well as an award in its own right.

The proposed qualification for managers needs to be considered alongside the proposed qualification for Staff Development Managers. The results of the field trials showed considerable overlap between the standards identified as relevant to the generic management qualification, and to the role of staff development managers, but it was not possible to explore the extent of this overlap, or to work on the identification of a common core. However, in order to maintain a breadth of career progression options for staff development managers, this work needs to be undertaken soon and will be included in the FEU consultation on qualifications.

ISSUES

It will be important to consult with potential users on the design and composition.

It will also be necessary to:

- consider how many option units should be added to the core to obtain the full Manager qualification. The size of specialist 'packages' will need to be considered also;
- carry out further work on the proposed Staff Development Manager qualification, to establish whether a common core can be identified;
- consider whether the Staff Mentor package of units should be offered as a specialist package within the proposed Manager qualification;
- consider which other specialist packages of units should be offered, and start work on their design.

STAFF MENTOR QUALIFICATION

Access to standards-based qualifications for initial or in-service training for staff in FE will depend on the availability of trained and effective staff mentors, to support individuals through the training and development process.

The competences required for mentoring may also be appropriate for appraisers. The National Framework for appraisal in FE provides for a **developmental** model in which objectives and outcomes focus on the professional development of academic staff, in order to enhance the quality of the service provided. The pilot appraisal schemes have indicated the need for trained and credible appraisers. The National Framework stipulates that all staff participating in appraisal schemes (both appraisers and appraisees) should be given access to training. It will therefore be important to have a suitable package of units available to support a developmental model of appraisal.

A common package of units could be used:

- as the basis for the training and development of mentors and appraisers;
- to underpin agreed local schemes for appraisal;
- as accreditation for staff mentors and appraisers.

It is not, as yet, clear how appraisal will be implemented in colleges, and who (in terms of the staffing/infrastructure) will undertake the staff appraiser and mentor roles. It is therefore not clear whether relevant units should be offered as packaged optional units (or additional units) within the manager qualification, or should constitute a free-standing qualification or award in their own right.

ISSUES

It will be important to consider whether this package of units should stand alone as a discrete award or qualification, or represent an optional/additional package as part of the Manager qualification. Incorporation within the Manager qualification might restrict access to individuals who could claim the remainder, or core, of the manager qualification. However, the mentor role may, in fact, be undertaken by a range of staff, including for example, staff from HE institutions acting as tutors to candidates on initial teacher training courses. Moreover, the Manager qualification threatens to become disproportionately large, which will have implications for both 'achievability' and 'marketability'.

It will also be necessary to consider whether it would be appropriate to use this package of units to support the training and development of 'appraisers' and provide accreditation for this purpose.

STAFF DEVELOPMENT PROVIDER QUALIFICATION

This proposed qualification would be relevant to providers of staff development, as distinct from the strategic managerial role of staff development managers.

Although it might have been expected that a qualification aimed at providers of staff development, would share many of the same elements as a qualification aimed at providers of training and development for learners (e.g. the proposed lecturer qualifications) the field trials showed that this was not so. The qualification proposed for staff development providers shares more elements with the proposed qualifications for staff development managers and staff mentors than with the proposed lecturer qualifications. This pattern reflects the logical career progression route of a member of staff acting as a staff development provider who is likely to progress to the role of staff development manager, or alternatively to the role of professional tutor.

This proposed qualification might also be relevant to LEA advisory staff, and teacher trainers, as well as staff development providers in further education.

ISSUES

A consultation on this proposed qualification should be undertaken with potential users, in order to confirm or amend the suggested composition and design.

STAFF DEVELOPMENT MANAGER QUALIFICATION

Most FE colleges now have a designated responsibility for the management of staff development, as do sixth form colleges, and large secondary schools. This qualification could also be relevant to managers of local or regional training or teachers' centres, e.g. Accredited Training Centres, Regional Advisory Councils, LEA teachers' centres.

The qualification, as proposed, overlaps quite closely, with the level 5 qualification in the TDLB draft Qualification Framework. However, although the field trial clearly demonstrates that the role of Staff Development Manager represents a distinct and specialist management function, it may be important for such personnel to avoid over specialism for their own career progression. The results of the field trials indicate a degree of overlap between the standards relevant to the role of Staff Development Managers, and the proposed generic Manager qualification. Within the timescale of the FEU project, however, it was not possible to explore the extent of this overlap in order to ascertain whether a common core could be identified. The identification of a core of units shared by the generic Manager qualification and Staff Development Manager qualification would be desirable in terms of marketability, and might enable Staff Development Manager units to be offered as a specialist 'package' within the generic Manager qualification. Alternatively, the identification of common units would enable credit accumulation towards either the generic Manager qualification or the Staff Development Manager qualification.

ISSUES

Further work will be needed to explore the relationship between the proposed qualifications for Managers and Staff Development Managers in order to clarify:

- whether a common core of units can be identified;
- whether Staff Development Manager units could be offered as a specialist package within a generic Manager Qualification;
- common units for the purpose of credit accumulation towards either a generic Manager or Staff Development Manager qualification.

It will be important to consult with staff development managers on which of the above models would be preferable.

4. Infrastructure Implications

In order to provide access to a standards-based qualification system for staff in FE, colleges will need an appropriate infrastructure for mentoring and assessment.

Since an infrastructure is not yet in place in most colleges for systematic performance review, appraisal or formal assessment of staff, the trial took place in 'unreal' circumstances. This had an impact on the findings of the trial which were obviously affected by a number of factors, including the fact that participants were working with an unfinished product, within a very tight timescale and with varying degrees of familiarity and understanding of both standards and NVQs.Participants were however, able to draw some conclusions about infrastructure requirements from which some general inferences can be made. These inferences are not, in the main, unique to requirements for implementation of qualifications based on TDLB standards, but would be applicable to the implementation of all competence-based qualifications in FE.

It was generally thought that three distinct roles would be required:

Co-ordinator	- to co-ordinate the process and act as internal verifier
Mentor	- to support an individual(s) through the process
Assessor	- to assess candidates against the standards

Infrastructure systems were impossible to specify since these should be built into colleges' existing systems wherever possible, particularly as a whole college strategy/commitment would be needed for successful implementation. It was, however, apparent that systems would need to be in place for the following:

training and development for mentors, assessors and internal verifier;

accreditation for mentors, assessors and internal verifier;

recruitment and briefing of candidates;

the initial assessment, diagnosis and identification of training and development needs of candidates;

preparation of training and development and assessment plan with individual candidates;

collection of evidence;

recording of achievement;

assessment;

on-going mentoring/support;

provision of learning opportunities such as training sessions; work shadowing; action research.

There are a number of ways in which these systems could be incorporated. Delivery models will therefore reflect different characteristics, such as:

using an internal appraisal system as the basis for structuring assessment and mentoring support for staff;

using line managers as assessors;

using peers as mentors and, when appropriate, as assessors;

appointing external specialist staff to coordinate a programme and act as assessors/mentors;

working as a consortium with other colleges, in order to share expertise and resources;

franchising/using HE provision.

These possible models raise some important issues, which will affect decisions about the infra-structure:

e.g.

- using line managers as assessors obviously makes sense in terms of utilising existing systems and resources, but may pose difficulties with regard to staff relations and perceived equity of assessment;
- it is suggested that in order to be credible and effective, assessors will need to have both knowledge of assessment and broad-based contextual knowledge. This will influence the choice and numbers of assessors and therefore impact on co-ordination and reliability of assessment;
- colleges are increasingly trying to rationalise their quality control and assurance systems, both to meet internal demands and a wide variety of external demands. It will be important to ensure that the infrastructure for delivering standards-based qualifications can be built into, and contribute to, this system;
- the infrastructure will also need to be linked into whatever appraisal scheme the college designs within the national framework.

In addition, the infrastructure will need to meet a variety of demands in terms of range of qualifications, target groups and assessment requirements. If, for instance, qualifications based on TDLB standards are used for on-the-job initial teacher training, a considerable amount of training and development support will be needed; if assessment rests heavily on direct observation, the impact on the infrastructure will be great.

5. Resource Implications

As an outcome of the field trials FEU was asked to report on the resource implications of standards-based qualifications for FE staff.

Although the model of infrastructure and delivery methods adopted will affect patterns of expenditure, it seems that costs will need to be met as follows:

Cost Headings

Training for mentors and assessors.

Accreditation for mentors and assessors.

Introduction/initial briefing/familiarisation (could be conducted on a group basis).

Awarding bodies registration fees for candidates and centres.

Training/accreditation for internal verifiers.

Per unit/per the proportion of a qualification being claimed by a candidate:

Initial interview/diagnostic assessment with mentor/assessor.

Mentoring/support.

Preparation of evidence for assessment.

Some group training sessions.

Assessment: This will vary depending on the balance between use of direct e.g. 'classroom observation' and indirect assessment methods.

On the basis of their experience, all respondents reported the process to be extremely time consuming, although many pointed out that it was likely to be speeded up considerably when trained assessors and mentors are available and when FE staff, generally, are more familiar with standards-based qualifications and assessment procedures.

The balance of assessment methods used (direct and indirect) as well as the 'size' and target group for the qualification will also affect costs. (Certificate in Education candidates may, for instance, require greater allocation of hours for 'inputs' and support).

The requirements of awarding bodies (e.g. the licensing of trainers and assessors to deliver their schemes) may add additional costs in the form of fees, and require attendance on 'training the trainer' courses.

Since the intention of standards-based qualifications is that candidates will be able to demonstrate competence in their work, it would be reasonable to expect that much of the

evidence for assessment could be gathered on-the-job, although it should be appreciated that candidates will still need time to prepare evidence for assessment; (e.g. reflect on experience, produce commentaries, document experience, obtain testimonies or other documentary evidence). As people becomemore accustomed to standards-based qualifications, and the need to produce evidence of achievement, the time involved in this process may be reduced because 'candidates' may perhaps habitually gather 'evidence' for a portfolio as their careers proceed.

Costs are likely to be reduced if good quality support materials are available.

It may well be that the standards will be used more extensively as a means of performance review/appraisal, staff development needs-analysis, and career-building rather than for the purpose of formal assessment and accreditation. Individuals may wish to build up personal 'career profiles' of elements, as well as units of qualifications. In this case, the major cost would be the time of the 'mentor'. It is, however, likely that the introduction of appraisal will stimulate a demand for accreditation.

Participants in the trial made the following suggestions and observations concerning resource implications:

Future funding mechanisms (both external and internal) will need to recognise and support this aspect of a college's activities.

Colleges, themselves, will need to 'invest' in the training, assessment, and accreditation of their staff, as an important aspect of HRD and quality assurance.

A college might set itself a five-year Development Plan, for example, and set targets for the number and categories of staff achieving standards-based qualifications, each year. These candidates would be sponsored on the basis of Training and Development priorities derived from the college Strategic Plan, and on the basis of the identification of individual needs (e.g. by means of appraisal, personnel function, staff development needs analysis).

The resourcing of access for FE staff to standards-based qualifications needs to be linked with the resourcing of appraisal in FE.

TECs might be encouraged to contribute towards the accreditation of FE staff as a means of assuring and enhancing the quality of training and development, delivered by FE colleges, and their ability to 'deliver' NVQs, work-place assessment, and training in the locality. TDLB-based qualifications could be related to the *Investors In People* Initiative.

Franchising arrangements with HE institutions, and access to mandatory awards for initial teacher training, need to be explored as a means of resourcing mentoring/tutoring and providing on-the-job initial teacher training and assessment in FE.

ISSUES

Costs associated with standards-based qualifications for staff development represent new costs. At present, colleges do not generally have infrastructures which provide every member of staff with a mentor for performance review or to support individuals on programmes of professional development. The introduction of appraisal into FE is likely to require the establishment of such procedures. Resources (e.g. GEST) will therefore need to be provided to enable colleges to develop and establish infrastructures and procedures to implement appraisal, and provide access to new standards-based qualifications for staff in FE.

Costs associated with on-the-job initial teacher training could be met by means of the continuation of mandatory awards for initial teacher training. Colleges could use funds previously ear marked as fees to provide the necessary support in-house, or could enter into franchising arrangements with HE 'provider' institutions. A third option would be for existing arrangements to remain and for staff from HE institutions to undertake the mentor and assessor role. Standards-based initial teacher training qualifications are likely to reduce the costs of releasing staff for part-time day or block release to enable them to attend a conventional course.

However, it will still be important for candidates to attend some group input/tutorial/core sessions, and some remission from class contact will be needed in order to undertake observations, work shadowing, preparation of evidence for assessment, etc.

Emerging qualifications based on TDLB standards will need to be piloted in FE colleges, in order to clarify and document resource implications and models for delivery.

The resource implications of implementing standards - based qualifications will need to be recognised and addressed by relevant external bodies and by colleges themselves.

6. Conclusions from the Field Trials in the FE Sector

Boundaries between education and training are unhelpful because effective learning depends on the same processes, whether the learning takes place in an education or training setting, and whether the learning outcome is defined as

vocational or academic. The use of the TDLB standards in the FE sector is therefore seen as both feasible and desirable.

If national standards are to be used as the basis for initial and in service training, appraisal, and quality assurance in FE, the impact of those standards on the quality of the FE service is potentially enormous. It is, therefore, essential that the standards espouse and encourage models of 'best practice'.

The FE service will need to be satisfied that the TDLB standards have been amended or supplemented along the lines suggested in the detailed comments on elements. If this is not possible within the remit of TDLB, an Education Lead Body could perhaps supplement the TDLB standards where necessary.

7. Using standards as staff development for NVQs

College staff involved in the TDLB field trials commented on the value of experiencing standards-based assessment at first hand. Participants in the project were asked to consider the TDLB elements and performance criteria in relation to their own work. They identified which elements they thought they could claim, the evidence they would need to produce, and the form(s) of assessment that would be most appropriate. Participants reported that going through the process themselves enabled them to understand the processes associated with 'delivering' NVQs, to develop their skills as mentors or assessors, to identify their own staff development needs, and to appreciate the kinds of support needed by NVQ 'candidates'.

1. TDLB Update

STANDARDS

1. As a result of TDLB's own field trials and parallel projects, including the FEU and SCET (Scottish Council for Educational Technology) Open Learning project, a number of changes have been made to the standards:

   some of the language used has been altered in order to clarify meaning and to enable the standards to be applied in a wider range of contexts, e.g. 'work roles' has been amended to 'role', allowing for a wider definition of learning objectives; 'trainee' has been changed to 'learner';

   some criteria and range statements have been modified or removed, where these were over specified or considered inappropriate;

   the value base of the standards has been made more explicit, with some resulting changes and additions to the performance criteria (see (3) below).

2. Additional standards have been incorporated as a result of the various projects and field trials:

   element A121 has been split to form two new elements

   – *identify the human resource implications of organisational strategy*
   – *identify the priority human resource needs arising from organisational strategy*

   both the FEU field trials and the Open Learning project identified the omission of support for personal learning goals and the management of individual learning. The following new elements and clusters have therefore been added:

   – two new elements have been added to cluster B25:
   provide information and advice for individuals to select and implement personal learning strategies;
   – *negotiate and agree the roles and resources required to support achievement of personal learning objectives.*
   - a new element has been added to C23:
   provide information and advice to support individuals in managing their own learning
   – a new cluster has been added to C2:
   support the achievement of personal learning objectives.

   There are four new elements in this cluster:

   provide information and advice to enable learners to identify and take opportunities to achieve their learning objectives.

   agree and provide learning opportunities to support the achievement of personal learning objectives.

   provide materials to support the achievement of personal learning objectives.

   provide information and advice to support individual review and modification of learning objectives.

   A new key role has been created, B3:

   design and provide learner support materials. This has three clusters and twelve elements and has been designed to take account of the outcomes required in the delivery of flexible and open learning. These elements also support a learner centred approach.

3. The FEU project, TDLB's own field trials and the Open Learning project all emphasised the need to address equality of opportunity and other values, within the standards.

   Value statements have now been categorised as follows:

   – *promoting and supporting individuals' learning choices and preferences;*

- *promoting and supporting training and development that offers the best opportunities of meeting organisational needs;*
- *acknowledging the identity and values of others;*
- *communicating effectively;*
- *providing and promoting equality of opportunity.*

The standards have been analysed against the above categories. Value statements have been embedded within the performance criteria where the achievement of the outcome is directly influenced by the presence or absence of these values.

In addition, a code of practice for implementation will be produced which embodies these values and principles.

QUALIFICATIONS

4. TDLB has developed specifications for the first three NVQs and SVQs in Training and development at levels 3 and 4. These will be published, along with the amended standards, in March 1992. Awarding Bodies will put forward proposals in line with the specifications. At each level there will be a qualification for the Training Generalist and one for the Training Specialist.

   The level 3 specifications include three assessment units. The role of co-ordinating assessment and internal verification, and the specialist function of designing assessment instruments, are contained within the level 4 specifications. The specifications identify common units. This will allow for credit transfer (and therefore facilitate career progression) in the future.

   TDLB has also approved two units which are intended to cover workplace training. Together with the three assessment units, TDLB will be recommending this selection of units to other Lead Bodies who may wish to incorporate workplace training and/or assessment within their NVQs. The five units may also be used by awarding bodies to create awards in workplace training and assessment. Whilst these units, will not in themselves, constitute full NVQs, they will be credits towards the full qualification.

   TDLB's programme for 1992 will include the development of a Level 5 specification for HRD Management.

   It will be possible to submit specialist qualifications designed for use in particular contexts (e.g. FE) at all levels, providing there is evidence of the need to deviate from the standard qualification. If, as a result of FEU's consultation on qualifications, we find a need for specialist FE qualifications, these will be proposed to both interested awarding bodies and to TDLB.

   TDLB will expect proposals for such qualifications to:

   a. specify competence across the training cycle (identification of needs, design, delivery, evaluation);

   b. identify units in common with the existing qualifications;

   c. justify the specifications of different units. This justification will have to be in terms of both the needs of the target group and the market demand for the qualifications.

5. Awarding bodies are currently preparing to introduce a range of new and adapted qualifications based on the amended TDLB standards, as soon as these are published.

   City and Guilds, for example, will be adapting the relevant existing 929 awards to the new standards, and a substantial element of APL will be available for those wishing to convert from 'old' to 'new' awards.

TDLB have given careful consideration to FEU's recommendations, and many of the additions and modifications to the standards have been made as a direct result of the FE field trials. Perhaps the greatest impact of the FEU project has been recognition of the need for standards which address individual as well as organisational learning needs, and which support a more active role for learners.

2. FEU Update

Mapping take-up of TDLB and MCI standards - RP675

FEU is concerned to encourage the development of a common and coherent framework for initial teacher training and accredited INSET, with clear progression routes into HE accredited qualifications. We are therefore conducting a mapping exercise in order to identify the current and planned application of the TDLB and MCI standards in relation to FE staff. Questionnaires were sent to staff development managers in FE colleges, deans of Faculties of Education in colleges of HE, and to LEA/FEU link officers.

Nov - Dec 1991

Delivery Implications - Infrastructure and Resourcing - RP674

As a result of the mapping exercise we have been able to identify colleges and consortia piloting schemes incorporating TDLB or MCI standards. We will be working with a range of such schemes in order to document models for implementation, focusing particularly on the implications for both infrastructure and resourcing.

Jan - Sept 1992

CONSULTATION ON QUALIFICATIONS

The development of qualifications for FE staff will need to take account of current and future work by TDLB, other relevant lead bodies, and the awarding bodies. FEU will shortly be undertaking a consultation exercise concerning the draft 'design principles', qualifications framework, and composition of qualifications proposed for staff in Further Education, proposed as an outcome of the FEU Field trials.

The results of these consultations will be made available both to TDLB and to the awarding bodies, so that qualifications designed to meet the requirements of FE can be made available, if it proves that FE requirements are significantly different from the specification for qualifications to be published by TDLB. Moreover, with the possibility of an Education Lead Body developing additional standards it will be important to have an evidence base from which to promote the interests of the FE sector and to influence developments.

Questionnaires will be sent to colleges (including HE institutions providing staff development accreditation and initial teacher training for FE staff). The consultation will take account of particular aspects of the work of FE teachers, e.g. PICKUP, the teaching of students with special educational needs.

In addition, regional consultative workshops will be held. Information concerning these workshops will be circulated shortly.

Please note that all FEU documents are designed as working and/or discussion documents and may therefore be photocopied for any non-commercial use provided the source, i.e. FEU, is acknowledged.

If, however, you need further copies of this bulletin, please contact the FEU Information Centre, Citadel Place, Tinworth Street, London SE11 5EH.
Tel: 071-962 1280, Fax: 071-962 1266.

ISBN 1 85338 261 2.

FEU registered charity no: 326347.

For further information, contact:

Gaby Braun Tel: 021 643 8924

Sue Carroll Tel: 071 962 1280